

Graduation Rate: Indicator 1

Measurement: Percent of youth with IEP's graduating from high school with a regular diploma.

Calculation:

High School Completers in Year 4

Dropouts (Grade 9, year 1 + Grade 10, year 2 + Grade 11,
year 3 + Grade 12, year 4) + HS Completers, Year 4

Collection Method:

Information is collected through SIMS utilizing the enrollment tab. It is collected after NCLB graduation rate is calculated.

Collection Dates:

July 1 to June 30

Example:

9th grade class start in fall of 2002 with 20 special education students (None are dismissed or moved).

10th grade 2 dropouts

3 students are served until 21 years old.

15 graduate with a regular diploma.

15 students graduate with a regular diploma in
2006/2007
divided by

15 graduates + 2 10th grade dropouts

15 divided by 17 = 88%

District Submission Date: June 15, 2007

This submission should include all students enrolled at any time during the 2006-2007 school year. All students included in all previous reporting periods must also be included in this submission. It is very important to complete the spring updates and any corrections to the data to the department as soon as possible. The data submitted this spring will be used to determine AYP calculations for NCLB report cards. (See spring SIMS newsletter at <http://doe.sd.gov/ofm/sims/index.asp>)

Important Notes:

MUST VERIFY AND CORRECT INFORMATION DURING THE APPEAL WINDOW FOR NCLB

Strategies to Analyze Graduation Data:

1. Use Judy Sargent's Special Education workbook.
2. Which students dropout and why?
3. What are ways to increase graduation rate?
4. Which grade level affects our district the most?

Resources and Improvement Activities

- Transition Service Liaison Project Regional Personnel at www.tslp.org
- Dropout Prevention Center <http://www.ndpc-sd.org/>
 - Some articles published by NDPC:
 - [*Positive behavior support: A potentially important strategy for dropout prevention*](#) by: Sandra Covington-Smith, NDPC-SD, Robert P. Trussell, UTEP
 - [*Engaging Students with School: The Essential Dimension of Dropout Prevention Programs.*](#)
 - [*The Impact of Policies and Procedures on Dropout and School Completion.*](#)
 - [*Building Effective Dropout Preventions Programs*](#) by Dr. Loujeania W. Bost

Dropout Rate: Indicator 2

Measurement: Percent of youth with IEP's dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Calculation

Step 1:

Number of special education enrolled from July 1 to June 30 of previous year (Not December 1 students)

Divided by

(The number of special education students enrolled from July 1 to June 30 + number of special education students that dropout)

Step 2:

Then the number derived is deducted from 100 percent to get the percent of special education dropouts for current year.

Example:

20 special education students enrolled for grades 9 – 12. 2 students dropout during the calendar year and do not return in fall enrollment.

20 divided by (20 +2) = .090

.90 * 100 = 90%

100 – 90% = 10% of students dropout

Collection Method

Information is collected through SIMS utilizing the enrollment tab and special education tab.

Collection Dates

July 1 to June 30

District Submission Date

This submission should include all students enrolled by Friday, September 28th. All status elements, enrollment information and special education elements for students should be updated by the submission deadline. Reporting deadline is October 15 (Please refer to Fall SIMS Newsletter for accurate date at <http://doe.sd.gov/ofm/sims/index.asp>.)

Important Notes:

Always update dropout information for students. If a student dropouts and records are sent to a different district after 1 ½ years, enter student as know to continue. It may not help your district for past years dropout rate but will for graduation rate in future.

Strategies to Analyze Dropout Rate Data:

Utilize Judy Sargent's special education workbook

Indicator 13 – Coordinated set of activities for transition aged students – Was the transition piece meaningful for the student?

Review information in the SIMS system to ensure enrollment and special education tab are correct.

Why did the students dropout? What can the district do to reduce the risk?

What factors lead to other students completing high school?

Resources and Improvement Activities

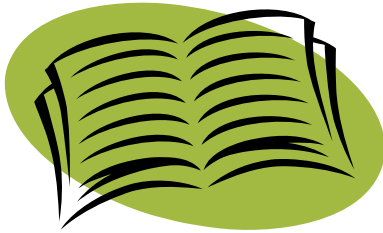
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 - Some articles published by NDPC:
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Districts Making AYP: Indicator 3A

Measurement: Percent of districts meeting the State's AYP objectives for progress for disability subgroup (See South Dakota Accountability Workbook)

Calculation

Percent of districts meeting the State's AYP objectives for progress for disability subgroup (See South Dakota Accountability Workbook)



Collection Method

Information is collected through SIMS utilizing the enrollment and special education tab.

Collection Dates

Throughout the school year and all updates must be completed by end of the testing window.

District Submission Date

End of testing window

Important Notes:

MUST VERIFY AND CORRECT INFORMATION DURING THE APPEAL WINDOW FOR NCLB

Strategies to Analyze AYP Data:

Follow Title Requirements

Resources and Improvement Activities

Graduation Rate is on the NCLB Report Card is located at: <http://doe.sd.gov/nclb/index.asp>

Statewide Assessment Participation Rate: Indicator 3B

Measurement: Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

Calculation

Participation rate = The number of children with IEPs in grades 3-8 and 11 who took the Dakota STEP with NO accommodations + the number of children with IEPs in grades 3-8 and 11 who took the Dakota STEP with accommodations + the number of children with IEPs in grades 3-8 and 11 who took the Dakota STEP-Alternate assessment ÷ the number of children with IEPs in grades 3-8 and 11 **X 100 = %.**

Example:

Reading for grades 3-8 and 11

- (a) 100 children were on an IEP in grades 3-8 and 11 during the testing window.
 - (b) 63 children on IEPs took the Dakota STEP with NO Accommodations.
 - (c) 33 children on IEPs took the Dakota STEP with Accommodations.
 - (d) 2 children on IEPs took the Dakota STEP-A.
- 1 child on an IEP was sick during the entire testing window and didn't test.

Overall Percent = [(b + c + d) divided by (a)].

$63 + 33 + 2 = 98 \div 100 = .98 \times 100 = 98\%$ Participation rate for reading.

Collection Method

Information is collected through SIMS utilizing the enrollment and special education tab.

Collection Dates

Fall enrollment until the end of the testing window

District Submission Date

Throughout the school year and all updates must be completed by end of the testing

Important Notes:

According to the South Dakota Accountability Manual, South Dakota utilizes the flexibility provided by USDOE regarding students unable to be tested due to a significant medical emergency. Districts and schools that may not meet the participation rate may request a recalculation omitting the specified student. Documentation of the medical emergency is required for this recalculation and must be submitted during NCLB appeal process.

Strategies to Analyze Participation Rate Data:

- Why did the district not meet participation rate?
- What were the reasons and were they documented on why participation did not take place?
- What are the districts steps to ensure all students are tested?

Resources and Improvement Activities

Participation is on the NCLB Report Card is located at: <http://doe.sd.gov/nclb/index.asp>

Statewide Assessment Proficiency Rate: Indicator 3C

Measurement: Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Calculation

All students with disabilities in grades 3-8 and 11, who scored proficient on the statewide assessment, divided by total number of students with disabilities in grades 3-8 and 11 that were on an IEP during the testing window.

Example

Number of students with disabilities and were on IEP during the testing window:

1. 10 scored proficient on Dakota Step.
2. 1 scored advanced on Dakota Step A.
3. 1 did not test
4. Total of 33 took the statewide assessment

Calculation:

$10 + 1 = 11$ students scored proficient or advanced.

$1 + 33 = 34$ students took or could have taken the statewide assessment.

$11 / 34 = .3225$

$100 \times .3225 = 32.25\%$ of District A's students with disabilities scored proficient on the statewide assessment.

Collection Method

Information is collected through SIMS utilizing the enrollment and special education tab.

Collection Dates

Fall enrollment until the end of the testing window

District Submission Date

Updated information must be completed by end of the testing window.

Important Notes:

Part C does not use any AYP pieces. It is straight special education proficiency. Information is taken from the "All Assessed Report"

Strategies to Analyze Proficiency Rate Data:

Analyze the LRE placement of elementary students, middle school students and high school students on IEPs to see if their placement could be affecting their proficiency rate.

Look at the curriculum for students with disabilities. Are they being educated in the general education content standards for their grade level? Do their IEPs show what skill areas in math and reading are weaknesses? Are their goals to address those skill weaknesses? Has the curriculum been mapped to the general education content standards?

Hypothesize what practices might explain the results you see?

What classroom strategies might improve these results?

Analyze which students were very close to being proficient and target those students for extra assistance the following year.

Are the students being provided appropriate accommodations (see Accommodation Manual for ideas at <http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf>) ?

Resources and Improvement Activities

Professional development activities will be provided on aligning instruction to state standards, developing rigorous curriculum to meet those standards.

Conduct a data retreat

All Assessed Report is located at: <http://doe.sd.gov/nclb/index.asp>

Suspension/Expulsion Greater than 10 days: 4A

Measurement: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

Calculation

IEP students suspended or expelled at the district >
than 10 days in a school year

÷

Child Count at the district

$$\times 100 = \%$$

Is it greater than 5% of the district child count population? If yes, the district has a significant discrepancy.

Example

28 children with disabilities are suspended or expelled >
10 school days during the year.

Total child count is 340 students.

$$28 \div 340 = 0.082 \times 100 = 8.23\%$$

8.23% is greater than 5% of the district's child count.

Collection Method

SEP secure website at

<http://doe.sd.gov/ofm/applications/suspexp/login.asp>

Collection Dates

July 1 to June 30

District Submission Date

June 30

Important Notes:

Information is inputted into a Special Education Secured Website. This site is different than Safe and Drug Free schools.

Strategies to Analyze Suspension/Expulsion Data:

- Analyze the patterns of behavior problems among your students with disabilities
 - Complete the Disciplinary Actions worksheet in the Special Education Module – Data Retreat Workbook
- Review the policies, practices, and procedures in your school district. Has the process been followed?
- Does staff need to be trained in conducting functional behavior assessments?
- Does staff need to be trained to deal with the student's behavior issues?
- Has the staff looked into Positive Behavior Intervention Support (PBIS)

Resources and Improvement Activities

Visited the Center for Effective Collaboration and Practice website at <http://cecp.air.org/fba/default.asp>

Least Restrictive Environment for age 6-21: Indicator 5

Measurement: Percent of children with IEP's aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Calculation

Regular Classroom with Modifications:

Percent = # of children with IEP's removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEP's times 100.

Self-Contained

Percent = # of children with IEP's removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEP's times 100.

Out of District

Percent = # of children with IEP's served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEP's times 100.

Collection Method

Information is collected through SIMS utilizing the special education tab.

Collection Dates

December 1 Child Count

District Submission Date

Sign off sheet for December 1 Child Count

Important Notes:

Information is publicly report for the State Performance Plan one year after data is collected. Example: 2006 Child Count is reported in March 2008.

Strategies to Analyze LRE for 6-21 Data:

- Conduct training workshops for special education personnel how to deal students with behavioral and emotional problems.
- Provide training opportunities for special education teachers in identified districts, along with all districts, on the process of the justification of placements and necessity of the Least Restrictive Environment.
- Provide training to staff on calculating and definitions dealing with the Least Restrictive Environments.
- Remember: Students with disabilities should be educated with nondisabled students to the maximum extent appropriate for the child.
- Create questions for staff to ask during the IEP team meeting to consider when determining the students LRE.
 - Are services required outside the classroom?
 - Can they make progress in general education setting?
 - What are the positive and negative consequences of having the child included or excluded from regular education classes?

Resources and Improvement Activities

Least Restrictive Environment for 3-5: Indicator 6

Measurement: Percent of preschool children with IEP's who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Calculation

OSEP Proposed Calculation:

Early Childhood settings

Number of students in early childhood settings divided by total number of 3-5 year olds.

Separate Class, School, Residential Facility

Number of students in separate settings divided by total number of 3-5 year olds.

Home and Service Provider

Number of students in these setting divided by total number of 3-5 year olds.

Collection Method

Information is collected through SIMS utilizing Special Education Tab.

Collection Dates

December 1 Child Count

District Submission Date

Sign off sheet for December 1 Child Count

Important Notes:

Strategies to Analyze LRE for 3-5 Data:

Resources and Improvement Activities

Preschool Outcomes: Indicator 7

Measurement: Percent of preschool children with IEP's who demonstrate improved:

- A.** Positive social-emotional skills (including social relationships);
- B.** Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C.** Use of appropriate behaviors to meet their needs.

Calculation

Each of the 3 areas above must be broken down by the following:

- A.** Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEP's assessed})] \times 100$.
- B.** Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEP's assessed})] \times 100$.
- C.** Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEP's assessed})] \times 100$.
- D.** Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEP's assessed})] \times 100$.
- E.** Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEP's assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

Collection Method

Information is collected through online Battelle System

Collection Dates

July 1 to June 30

District Submission Date

Updated information must be completed by August 1

Important Notes:

Baseline and Targets set in February 2010

Ensure information is entered according to instructions sent to districts in Fall 2007.

Strategies to Analyze for Preschool Outcomes Data:

Contact Special Education Programs if you have any questions entering students into the Battelle System: 605-773-3678.

Information on Battelle for Preschool Outcomes has the following information posted at:

<http://doe.sd.gov/oess/specialed/SPP/index.asp> .

- Charts to determine when the appropriate time to administer the Battelle for Preschool Outcomes can be found at: under the “Indicator 7” heading.
- Baseline and state activities information is located in the State Performance Plan under Part B, Indicator 7.
- Technical Assistance Guide will be coming out in 2008-2009

Resources and Improvement Activities

Parent Involvement Survey: Indicator 8

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Calculation

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Collection Method

Information is collected through a paper survey parents fill out.

Collection Dates

Throughout the School Year, however it must be post-marked by **May 30**.

District Submission Date

Parent Surveys must be disseminated throughout the school year but no later than April.

Important Notes:

Two parts to review: Response Rate and Percentage feels involved

Strategies to Analyze for Parent Survey Data:

- Districts will send to parents/guardians of students with disabilities the survey with either the state form letter or their own.
- Review the response rate for the last year.
 - Does the district need to create strategies to improve how many surveys are returned?
 - How did the district provide the surveys to their parents in previous year?
 - Are there other ways that may boost returns?
- Review the percentage for each item:
 - Explanation of the parent survey percentage is located on the SPP site under Indicator 8 or at the following website: <http://doe.sd.gov/oess/specialed/SPP/pdfs/Ind8SDcutscorePartBSurvey1.pdf>
 - Which questions did the district score lowest or below the target?
 - What strategies could the district incorporate that would raise that percentage the next year?
- Do we need to contact regional representative at Special Education Programs for ideas?

Resources and Improvement Activities

National Dissemination Center for Children with Disabilities (NICHCY) <http://www.nichcy.org/> has a variety of publications for parents.

Technical Assistance Alliance for Parent Centers: <http://www.taalliance.org/centers/>

South Dakota Parent Connection: <http://www.sdparent.org/>

Disproportionality: Indicator 9

Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Calculation

Step 1: Risk

Total number of sped in race/ethnic group divided by

Total number of enrolled in race/ethnic group

Step 2: Weighted risk ratio

Risk of race/ethnic group divided by risk of Caucasian group

Example

RACE CATEGORY	CHILD COUNT BY RACE	FALL ENROLLMENT BY RACE	COMPOSITION	RISK	WEIGHTED RISK RATIO
NATIVE AMERICAN	80	200	66%	.4	3.0
ASIAN	1	2	8.26%	.5	3.75
BLACK	0	1	0	0	0
HISPANIC	0	0	0	0	0
WHITE	40	300	33%	.13333	1.0
TOTAL	121	503			

Calculation

Step 1: District verify weighted risk ratio numbers (child count and fall enrollment) along with other information to consider.

Step 2: Final disproportionality level will be sent to districts.

Collection Method

Information is collected through SIMS utilizing the enrollment and special education tab.

Collection Dates

December 1 for child count

Fall Enrollment for enrollment data: This submission should include all students enrolled by Friday, September 28th. All status elements, enrollment information and special education elements for students should be updated by the submission deadline. Reporting deadline for this year is October 15, 2007.

District Submission Date

December 1 Child Count and Fall Enrollment date

Important Notes:

Compliance Indicator: If inappropriate identification is occurring, then districts will have a corrective action plan.

Strategies to Analyze for Disproportionality Data:

SPP website under Indicator 9 and 10 have information for districts to use regarding disproportionality found at <http://doe.sd.gov/oess/specialed/SPP/index.asp>.

Run a preliminary calculation to determine if they are under or over representation for all racial groups including white.

Self-assessment by using the On-Site Review Criteria for Disproportionality

Level of Disproportionality Determinations.

Fall enrollment data disaggregated by race/ethnicity, gender and grade:

<http://doe.sd.gov/ofm/fallenroll/2007/index.asp>

Resources and Improvement Activities

NCCREST (The National Center for Culturally Responsive Educational Systems) : <http://www.nccrest.org/>

Response to Intervention (Rtl): <http://doe.sd.gov/oess/specialed/forms/Rtl/index.asp>

Positive Behavior Interventions and Supports (PBIS):

<http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

Disproportionality: Indicator 10

Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Calculation

Step 1: Risk

Total number of sped in race/ethnic group divided by

Total number of enrolled in race/ethnic group

Step 2: Weighted risk ratio

Risk of race/ethnic group divided by risk of Caucasian group

Example

RACE CATEGORY	CHILD COUNT BY RACE	FALL ENROLLMENT BY RACE	COMPOSITION	RISK	WEIGHTED RISK RATIO
NATIVE AMERICAN	80	200	66%	.4	3.0
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TOTAL	121	503			

Calculation

Step 1: District verify weighted risk ratio numbers (child count and fall enrollment) along with other information to consider.

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Collection Method

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Collection Dates

December 1 for child count

Fall Enrollment for enrollment data: This submission should include all students enrolled by Friday, September 28th. All status elements, enrollment information and special education elements for students should be updated by the submission deadline. Reporting deadline for this year is October 15, 2007.

District Submission

Date

December 1 Child Count and Fall Enrollment date

Important Notes:

Compliance Indicator: If inappropriate identification is occurring, then districts will have a corrective action plan.

Strategies to Analyze for Disproportionality Data:

SPP website under Indicator 9 and 10 have information for districts to use regarding disproportionality found at <http://doe.sd.gov/oess/specialed/SPP/index.asp> .

Run a preliminary calculation to determine if they are under or over representation for all racial groups including white.

Self-assessment by using the On-Site Review Criteria for Disproportionality

Level of Disproportionality Determinations.

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Response to Intervention (Rtl): <http://doe.sd.gov/oess/specialed/forms/Rtl/index.asp>

Positive Behavior Interventions and Supports (PBIS):

<http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

Initial Evaluation Timeline: Indicator 11

Measurement: Percent of children with parental consent to evaluate, who were evaluated within 25 school days.

Calculation:

A. # of children for whom parental consent to evaluate was received.

B. # determined not eligible whose evaluations were completed within 25 school days.

C. # determined eligible whose evaluations were completed within 25 school days.

- Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.
- Percent = $b + c$ divided by a times 100.

Example:

A. # parent consent received	10
B. # Not eligible were completed in timeline	3
C. # Eligible and were completed in timeline.	5
D. Percentage $(3+5)/10$	80%

Collection Method

Information is collected through a downloaded spreadsheet

Collection Dates

July 1 to June 30

District Submission Date

August 1

Important Notes:

Compliance Indicator: If 100% is not met, districts will have a corrective action plan.

Must submit **state form** prior to or on **August 1** or the district will be noted as being out of compliance.

Strategies to Analyze for Initial Evaluation Timeline Data:

Do you have a date of parental permission was received?

Why did a student evaluation not meet the timeline?

Did you receive permission to extend the timeline?

Resources and Improvement Activities

Train staff on documenting timelines and extending time.

Utilize the spreadsheet for collection throughout the year or create your own to ensure timelines are met (Note: You must submit the state form for the August 1 submission)

Transition from Part C to Part B: Indicator 12

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Calculation:

- A.** # of children who have been served in Part C and referred to Part B for eligibility determination.
- B.** # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- C.** # of those found eligible who have an IEP developed and implemented by their third birthdays.
- D.** # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- Account for children included in a, but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.
 - Percent = [(c) divided by (a – b – d)] times 100

Example:

A. Total Referred	15
B. Total Not Eligible prior to age 3	4
C. Total Eligible prior to age 3	10
D. Parent refusal	1
Percentage: (4+10+1)/15	100%

Collection Method

Part C service coordinators submit exit reasons to state

Collection Dates

July 1 to June 30

District Submission Date

None unless contact by 619 coordinator

Important Notes:

SEP pulls information from Part C. If there is no exit reason for a student, 619 coordinator will follow up with the district.

Compliance Indicator: If 100% is not met, districts will have a corrective action plan.

Strategies to Analyze for Transition from Part C to Part B Data:

Part C staff will collect data monthly for all children who are Part B eligible, but who did not have an IEP in place by their third birthday.

Contact and review with Part C staff the exit reasons for any student transitioning from Part C to Part B.

If the timeline is not met, ensure appropriate documentation is placed in the file:

- Parent declined services

- Parent did not bring student in for evaluation (dates and documentation)

- Child was ill (date and documentation)

- Family moved

- Other:

Resources and Improvement Activities

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Transition Section of IEPs 16 years and older: Indicator 13

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Calculation:

Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Example:

Number of files in Compliance	10
Number of files checked age 16 years and older	15
Percent (10/15) X 100	66.67%

Collection Method

Self-Assessment Monitoring

Collection Dates

Utilize the checklist throughout school year: July 1 to June 30

District Submission Date

Before or by April 1

Important Notes:

Compliance Indicator: If 100% is not met, districts will have a corrective action plan.

Strategies to Analyze for Transition IEPs age 16 years and older Data:

Provide training on the Indicator 13 transition checklist.

Summer Institute is a conference for teachers of transition age students held annually.

Conduct workshops for teachers and train the trainers through:
South Dakota Council Exceptional Children (SDCEC conference)
Workshops
Regional trainings

Resources and Improvement Activities

Technical Assistance Guide located at: <http://www.tslp.org/IEP.htm>

National Secondary Transition Technical Assistance Center (NSTTAC) <http://www.nsttac.org/>

National Dissemination Center for Children with Disabilities (NICHCY). <http://www.nichcy.org/stuguid.asp>

Post-School Outcomes: Indicator 14

Measurement: Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Calculation:

Percent = [(# of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEP's and are no longer in secondary school)] times 100.

Example:

Post-Secondary Only	3
Employment Only	3
Post-Secondary and Employment	5
Total contacted	15
Percent $(11/15) \times 100$	73.33%

Collection Method

Information is collected through online secured website.

Collection Dates

Appendix A: July 1 to June 30 of the school year any student dropped out, aged out or graduated.

Appendix B: Black Hills State University will collect post-school outcomes one year out from April to September.

District Submission Date

Updated information must be completed by June 30

Important Notes:

Information must be as complete and accurate as possible.

Strategies to Analyze for Post-School Outcomes Survey Data:

After reviewing the data:

- Did we provide the tools and agency referrals to assist student in obtaining their goals?
- Do they know about other resources: medical insurance, SSI, Career Learning Centers, Job service, etc.
- How to explain my disability?
- Who could help get a job if unemployed and not in post-secondary?

Resources and Improvement Activities

Indicator 14 secured website: <http://doe.sd.gov/oess/specialed/SPP/index.asp> - under Indicator 14 Heading

- Appendix A District Report
- Appendix B District Report
- Individual student report

National Dissemination Center for Children with Disabilities (NICHCY): <http://www.nichcy.org/stuguid.asp>

The National Post-School Outcomes Center (NPSO): <http://www.psocenter.org/>

State Performance Plan Technical Assistance Manual Definitions

- Collection Method:** Site where data is entered and Special Education Programs extracts information.
- Collection Dates:** All data in the timeframe is used.
- District Submission Date:** Due date for district to have submissions into the collection method or entered into the correct data site.